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AUTHOR Romano, Anthony W.; And Others
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ABSTRACT

A University of Oklahoma program for the development of cooperating teachers is designed to screen, prepare, and select classroom teachers, who receive a university adjunct instructor appointment as cooperating teachers, to serve student teachers in the elementary school program. The initial screening to identify classroom teachers who are eligible to become cooperating teachers is consistent with regulatory and policy items of state departments of education, local education agencies, and institutions of higher education. Participating teachers, who have successfully completed the screening and preparation processes and have the endorsement of the area faculty, are appointed by the Dean as adjunct instructors and to full membership in the Cadre of Cooperating Teachers. This appointment carries with it the rights and privileges of an adjunct appointment, a letter of credit for tuition waiver, and an honorarium whenever student teachers are assigned. Details of the training components are outlined. (JD)

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DEVELOPING A CADRE OF COOPERATING TEACHERS

Anthony W. Romano
Assistant Professor of Education
College of Education
Louisiana State University
Baton Rouge, Louisiana 70803
(504) 388-6867

Gene Shepherd
Professor of Education
College of Education
820 Van Vleet Oval
University of Oklahoma
Norman, Oklahoma 73019
(405) 325-5975

Thomas H. Gallaher
Associate Professor of Education
College of Education
820 Van Vleet Oval
University of Oklahoma
Norman, Oklahoma 73019
(405) 325-5975

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Developing A Cadre of Cooperating Teachers

ABSTRACT

A program for the Development of Cooperating Teachers which consists of a screening process to identify eligible classroom teachers for the preparation process which consists of a 2 semester program and a selection process where criteria are applied in terms of the participating teachers demonstrated abilities with student teachers.

DEVELOPING A CADRE OF COOPERATING TEACHERS

The Elementary Area Faculty of the University of Oklahoma has designed a Cadre Development Process to screen, prepare, and select classroom teachers who will receive a university adjunct instructor appointment as cooperating teachers to serve the student teachers of the elementary program. The Cadre Development Process consists of four major phases:

I. Cadre Screening Process

II. Cadre Preparation Process

III. Cadre Selection Process

IV. Cadre Appointment and Membership Process

Cooperating teachers are those classroom teachers who have participated in and successfully completed the first three processes and have been appointed to membership in the cadre. (see Figure 1)

CADRE SCREENING PROCESS

The initial screening to identify classroom teachers who are eligible to become cooperating teachers is consistent with those regulatory and policy items of state departments of education, local educational agencies, and institutions of higher education across the nation. The criteria of this screening process are those commonly found in the literature (Morris, Hawk, and Drake, 1981-82). The initial screening criteria as identified by the Elementary Area Faculty are:

A. Possesses full certification for subject area and teaching level

B. Recommended by district administration and director of student teaching

C. Participates in program willingly

D. Teaches in area of major preparation

E. Recommended by the Elementary Area Faculty of the field based pre-student teaching program

F. Completed a minimum of three years of teaching experience with at least the most recent year being in the present position

G. Possesses at least a bachelor's degree.

These criteria and the accompanying screening process serve only to identify a set of participants who are eligible to enter and perhaps continue in the Cadre Development Process. This screening process, although necessary and important as an initial procedure, does not assure the provision of a collaborative, quality stage for the study of teaching.

CADRE PREPARATION PROCESS

Goals: The Cadre Development Process is guided by goals which have been established to regulate membership in the Cadre. Members of the Cadre are classroom teachers who:

A. Set professional goals higher than their present performances and appropriate to the energy and motivation levels characteristically displayed

B. Attribute responsibility to themselves as a contributing influencial to the desired and undesired interactions of an event, group, colleague, or student teacher

C. Maintain an experience-maturation focus relevant to the missions and contributions of the programs of participating institutions

D. Exhibit detachment, deferment, and non-judgmental patterns in their inquiries and decision making processes

E. Display sensitivity to communication processes through patterns of listening, questioning, reinforcing, perceptual processing, and accepting of misunderstanding.

Cadre Seminar I: Instructional goals of the first of the two 30 clock hour, 2 graduate credit hour, required seminars, are to provide the screened classroom teachers with an opportunity to:

A. Gain conceptual control of the content and teaching models repertoire of student teachers

B. Synthesize the organization and activities of the student teaching semester

C. Assimilate the expectations held for student teachers and cooperating teachers.

The following instructional objectives illustrate the extension of these goals for Seminar I:

A. Content Control Goal

1. Objective

After participating in a lecture/discussion on the use of verbal reinforcements in teaching, each participant will:

a. practice identifying verbal reinforcement behaviors by coding a transcription of a classroom interaction situation;

b. observe, record, and analyze the verbal reinforcement patterns of a workshop instructor performing a demonstration lesson; and

c. practice observing, collecting, and analyzing verbal reinforcement information from their classrooms and sharing such data with the participants of the seminar.

B. Organization of Semester Goal

1. Objective

a. After participating in a lecture discussion concerning the necessity for, approaches to, and the planning of, an orientation procedure for student teachers to a classroom and building unit, participants will design a site specific application.

C. Expectation Goal

1. Objective

a. After instruction and coaching, participant's assessments and judgments of competencies of student teachers concerning models of teaching will match those of the instructors.

b. Participants will display their classroom teaching and practices as an appropriate data source for the development of observation tools.

Cadre Continuation Criteria: To continue as a participant in the Cadre Development Process and enter the second seminar, a participant must satisfy the following continuation criteria:

A. Demonstrate adequate content control of the repertoire of student teachers

B. Apply the tools, models, and activities of the repertoire in their own practices

C. Interact in a direct, assertive yet open supportive manner with the personalities and styles of the other seminar participants

D. Accept the assignment of a team of student teachers

E. Agree to participate in the second seminar.

Those who may not meet one or more of the above criteria are withdrawn from the process, yet may apply to enter the process at a later date.

Cadre Seminar II: During the second of the two 30 clock hour, 2 graduate credit hour, required seminars, each participant is assigned a peer team of student teachers. The instructional goals are expressed in terms of interactions both within the seminar and within their roles as cooperating teachers. The instructional goals are to provide the participants with the opportunities to:

A. Gain performance control of the phases of clinical supervision

B. Analyze and enrich their practices of and agilities with leadership styles

C. Extend their command of the content, observation tools, and models in the repertoire of student teachers

D. Mature as a teacher educator responsible for directing student teachers.

Each goal is defined by several instructional objectives. The following objectives are selected to illustrate and represent the larger system of instructional objectives in Seminar II.

A. Control of Clinical Supervision Goal

1. Objective

a. After lecture/discussions, demonstrations, and simulations of managing pre-observational conferences, participating teachers will obtain contracts consistent with the student teachers' concerns, repertoire, and situational task maturity.

B. Agility with Leadership Styles Goal

1. Objective

a. After completing the LEAD Model Self-Assessment (1973) and with the aid of instructor-led discussions, participating teachers will score, analyze, and interpret their style tendencies, and draw conclusions related to their leadership adaptability and effectiveness.

C. Command of Student Teacher Repertoire Goal

1. Objective

a. After demonstrations and simulations, the participating teachers will observe their student teachers and compile data relevant to teacher initiation and response behaviors.

D. Mature Teacher Educator Goal

1. Objective

a. After simulations and practices, the participating teachers will diagnose and adapt their leadership styles to the situational task maturity of their student teachers.

CADRE SELECTION PROCESS CRITERIA

Teachers participating in the second seminar are recommended for membership in the Cadre of Cooperating Teachers by those faculty of the elementary area who have delivered the instruction of the two seminars and have also supervised the first team of student teachers assigned to the participating teacher. Criteria for the selection and

appointment to the cadre are expressed in terms of the participating teachers demonstrated abilities with student teachers to:

A. Parallel in their classroom behaviors the skills, tools, and strategies within the repertoire of student teachers

B. Adapt the organization of the student teaching semester to their classrooms in means which preserve the integrity of both

C. Present explicit and challenging expectations appropriate to the individual student teacher and consistent with those of the cooperating institutions

D. Display leadership functions appropriate to the situation, task maturity, and ability levels of student teachers

E. Provide student teachers with frequent, stable feedback primarily through the clinical supervision pattern

F. Practice formative evaluation processes as a requisite to summative evaluation judgments

G. Share a personal satisfaction and gratification achieved through working with student teachers

H. Participate regularly and actively in a collaborative preservice teacher preparation program.

Eight seminars have been conducted with 62 participants entering the process through Seminar I. Forty-seven (47) of these 62 successfully completed Seminar I and entered Seminar II, while 15 failed to meet the continuation criteria at the conclusion of Seminar I. Of the 47 entering Seminar II, four (4) did not meet the selection criteria and were not recommended for appointment and membership in the Cadre of Cooperating Teachers. Attrition among those who achieved membership in the Cadre has been minimal with one retirement, one leaving the profession, and four receiving promotions within their respective districts. The Cadre is augmented each year to maintain a solid core of approximately 40 cooperating teachers.

CADRE APPOINTMENT AND MEMBERSHIP PROCESS

Participating teachers who have successfully completed the screening and preparation processes and have the endorsement of the area faculty, are appointed by the Dean as adjunct instructors and to full membership in the Cadre of Cooperating Teachers. This appointment carries with it the rights and privileges of an adjunct appointment, a letter of credit for tuition waiver, and an honorarium whenever student teachers are assigned. As incentives these items are only minimal. The rewards nest in the collaborative ownership of and service to teacher education.

Membership in the cadre requires that the cooperating teachers contribute to the planning and policy making for this highly collaborative system. Four sessions are scheduled each year in which all members of the cadre participate in the review and updating of the program. Above all, membership means the sharing with dignity and pride the responsibilities of being a teacher educator.

RESEARCH

A content analysis of statements from cooperating teachers, generated through controlled group processes, yielded ethnographic data providing solid evidence of the effectiveness of the Cadre Development Process. The categories of the content analysis were based upon the criteria for the Cadre Selection Process. For example, under Criteria F, G, and H, content analysis procedures identified such statements as:

Criterion F. "I feel like I am a part of the profession in that I can influence through my evaluation who will enter the profession." "Although painful, working with the university to withdraw student teachers from the program makes me feel proud of the future of our profession."

Criterion G. "It gives me much pleasure to share my skills with young teachers and to learn from them." "I am renewed from working with energetic and idealistic

beginners." "I am flattered by how much they think I know and how helpful I have been."

Criterion H. "You listen to the suggested changes which we make." "I look forward to your reports concerning what has been done with our previous suggestions." "I look forward to our meetings to experience the rapport in this group." "I feel like this program belongs to me."

The conceptual structures of the Cadre Development Process are sufficiently defined so that its processes and products may be studied. Two dissertations have been completed and three are in progress examining selected aspects of the program. A major comprehensive research effort studying the communication network through personality types, field independence/dependence, and communication preferences is in progress. The quantitative analysis while tentative and incomplete has yielded results consistent with those qualitative findings from content analysis.

SYNTHESIS

The process which is designed to develop and establish a Cadre of Cooperating Teachers has several distinguishing features. First, the initial screening process is the step which only identifies a set of classroom teachers who are eligible to enter the Cadre Development Process. All too often this first screening process step also establishes a set of teachers as Cooperating Teachers.

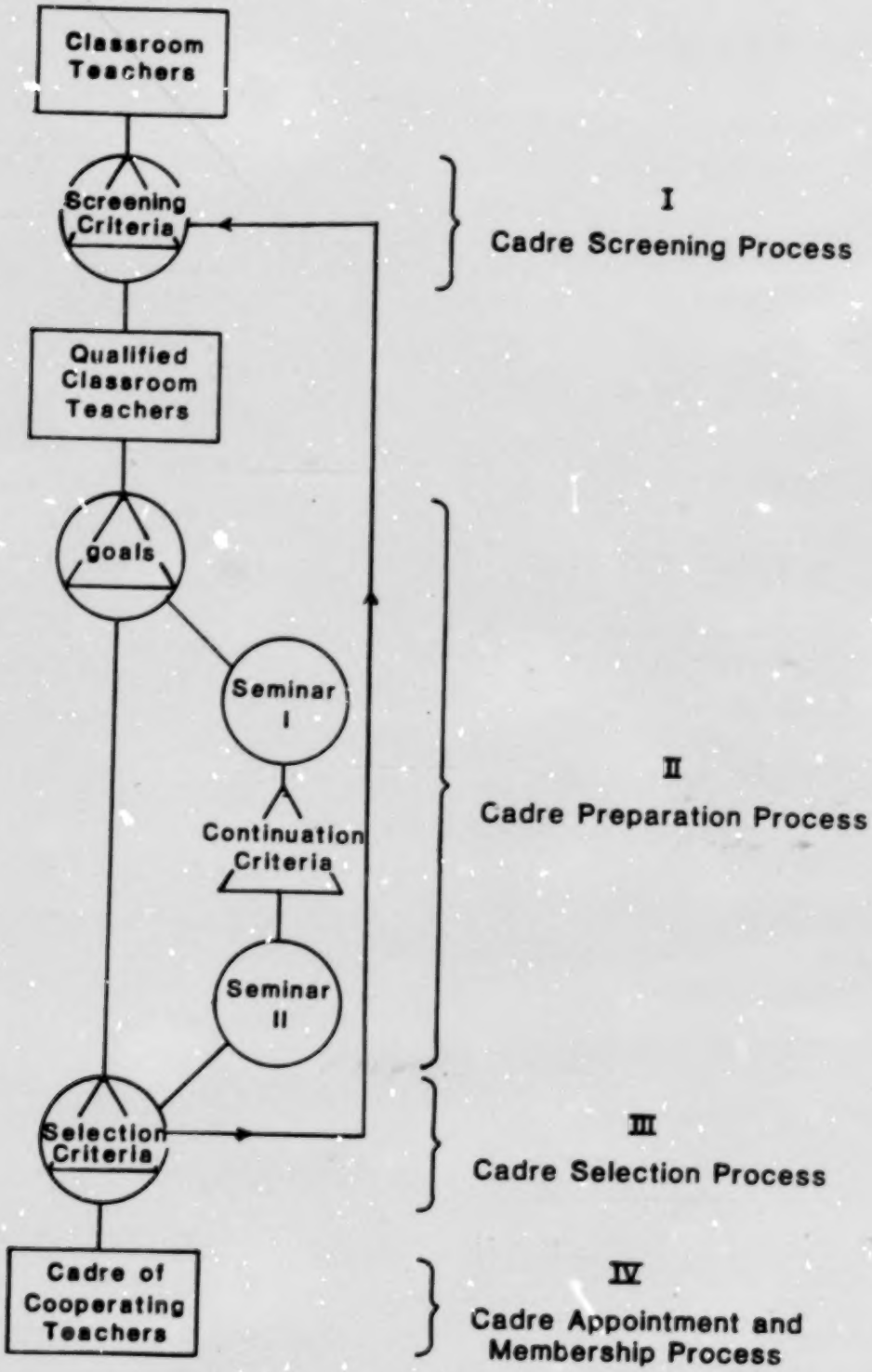
A second distinguishing feature is that the preparation part of the process is more than the same old thing—"a prerequisite course in the supervision of student teachers." For example, during the second of the required seminars, the participating teachers are studying and applying clinical supervision procedures with their assigned student teachers. This contrasts with the more common practice of meeting once a week for three hours over a fifteen week period and telling the participating teachers about a locally produced handbook of student teaching while not providing a supervisory opportunity.

A third feature is that the preparation process is driven by a set of collaboratively developed public goals. These goals serve as the standard through which selection criteria are defined, seminars designed and delivered, and field activities implemented and reviewed.

The fourth feature is that the Cadre Development Process of screen, prepare, identify, and utilize rather than identify and utilize, is a giant and logical step toward the provision of exemplary classroom teachers and teacher educators who model for student teachers.

The crowning feature of the Cadre Development Process is the actualization of a cadre—a group of people who commonly share preparation and commitment.

CADRE DEVELOPMENT PROCESS



Sequence In The Development Of A Cadre Of Cooperating Teachers

Figure I

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